

## OCL French Curriculum: Long Term Plan

### Year 7

#### Brief overview

In year 7, students arrive with varying levels of prior knowledge and understanding of other languages. Students begin by engaging with the idea of why we learn a language and the importance of languages within our global community. Teachers work closely with students this year to develop their understanding of key concepts in French, such as conjugation of key regular and irregular verbs, and their understanding of different time frames. Students are taught in their first half term of learning, how to communicate with their peers and their teacher in the classroom, by learning the key vocabulary and structures to enable them to use the language within the context of the classroom. This involves understanding, recognising and producing high frequency verbs in the language studied, through the 4 skills; listening, reading, writing and speaking, which are embedded frequently in each module studied. As they progress throughout year 7, they revisit the concept of conjugation through a range of topics and learn how to express themselves and their opinions on a wide range of topics, such as free time, holidays and school. Students acquire a secure knowledge of basic, high frequency vocabulary across these topics, which are then revisited in different contexts, so that they are consolidated throughout the year. As well as learning the present tense across the course of the year, students also learn how to conjugate the immediate future tense and the conditional tense. This enables them to speak and write with increasing confidence throughout the year. Their learning throughout this foundational year is consolidated through the study of a film from the French speaking world in the summer term, where they use the language they have learnt to describe events that have happened in the film and make predictions using the future tense. The film module also gives students access to learning about the culture and global communities where the language is spoken, developing their cultural understanding. In this year of study, students have regular opportunities for speaking practice, with a focus on becoming confident communicators with the ability to speak spontaneously with their peers. Students will be encouraged to speak spontaneously in the present tense and the immediate future tense in order to solidify their understanding of key grammar.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	In class	My world	My family, friends and I	My school and studies	Holidays	Film: Une vie de chat
Relevant core concepts	<p><b>Mechanics of Language</b> – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p><b>Communication</b> - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p><b>Comprehension</b> - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p><b>Intercultural Understanding</b> - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in communication with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p><b>Mechanics of Language</b></p> <p>ML1.7 Accurate pronunciation and intonation of key phonics and vocabulary</p> <p>ML2.7 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.7 Make the transition from an infinitive to a conjugated verb (1<sup>st</sup>/ 2<sup>nd</sup> and 3<sup>rd</sup> person singular, , 1<sup>st</sup> person plural)</p> <p>ML4.7 Production of syntactically correct short sentences in the Target Language</p> <p>ML5.7 Ability to conjugate an infinitive of a verb into present, immediate future and conditional (1<sup>st</sup>/ 2<sup>nd</sup>/ 3<sup>rd</sup> person singular, 1<sup>st</sup> person plural) perfect (3<sup>rd</sup> person singular)</p> <p><b>Communication</b></p> <p>Comm1.7 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.7 Translation of short sentences between two languages</p> <p>Comm3.7 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.7 Application of connectives, lexical structures, basic opinions, reasons and justification phrases</p> <p>Comm5.7 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.7 Producing written language fit for purpose</p> <p><b>Comprehension</b></p> <p>Comp1.7 Ability to comprehend, interpret and identify key points from a given short paragraph</p> <p>Comp2.7 Transcribing spoken short TL sentences accurately</p> <p>Comp3.7 Understanding the overarching message in a short spoken or written piece by skimming or scanning</p> <p>Comp4.7 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.7 Ability to recall and apply vocabulary to a limited range of cross thematic stimuli</p>					

	<p>Comp6.7 Ability to infer meaning in new or unfamiliar situations          Comp7.7 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p> <p><b>Intercultural Understanding</b></p> <p>IU1.7 To be able to define and describe the key cultural aspects of the TL countries          IU2.7 To compare and contrast the culture of TL countries with the UK          IU3.7 To draw conclusions about TL countries based on facts and figures          IU4.7 To understand, appreciate and evaluate the key features of TL film, literature and music          IU5.7 To be able to deconstruct stereotypes about the target language countries and their people          IU6.7 An ability to think beyond the local context and more internationally</p>					
<p><b>Core substantive knowledge</b></p>	<ul style="list-style-type: none"> <li>• Introduction to infinitive structures :</li> <li>• il faut/il ne faut pas, Est-ce que je peux (modal verbs) + Range of infinitive verbs for the classroom</li> <li>• ça va + range of justifications</li> <li>• être (1st and 3rd person sing.) + adjectives</li> <li>• Agreement/disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Indefinite articles</li> <li>• Key verb : avoir (1st/ 3<sup>rd</sup> person singular)</li> <li>• Key verb : être (1st/ 3<sup>rd</sup> person singular)</li> <li>• Adjectival descriptions with être</li> <li>• Developing adjectival agreement</li> <li>• Range of regular ER infinitives</li> <li>• Using opinion phrases + range of infinitive verbs</li> <li>• Time phrases + opinions + infinitives to talk about what you do an when</li> </ul>	<ul style="list-style-type: none"> <li>• Être: present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person</li> <li>• Nationalities (link to concept of AA from Aut 2)</li> <li>• Avoir: present tense 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person + numbers 1-31 for age</li> <li>• Months of the year</li> <li>• Léopold Sedar Senghor, poem (colours)</li> <li>• Adjectival agreement</li> <li>• Physical descriptions with avoir (hair/ eyes)</li> <li>• Possessive adjectives (+ revisit family members)</li> <li>• Continued physical descriptions with être</li> <li>• Describing personality with adjectives (+revisit Aut 2 adjectives)</li> </ul>	<ul style="list-style-type: none"> <li>• Irregular verb apprendre (1<sup>st</sup>, 3<sup>rd</sup> sing., 1<sup>st</sup> person plural)</li> <li>• Expressing opinions + definite article + school subjects:</li> <li>• Feminisation of adjectives</li> <li>• Adjectives to describe subjects</li> <li>• Adjectives to describe teachers</li> <li>• Comparative structures</li> <li>• Present tense ER verb conjugation (je, tu, il/elle, nous)</li> <li>• Range of ER verbs for what you do at school</li> <li>• Numbers 1-12 and time</li> <li>• Near future tense, aller (1st person sing/ plural)</li> <li>• Describing what we are going to do in the future</li> </ul>	<ul style="list-style-type: none"> <li>• Je vais + À + French speaking countries:</li> <li>• Prendre (1st person) + transport</li> <li>• Complex opinions</li> <li>• ER present tense verbs (je, tu, il/elle, nous)</li> <li>• ER verbs for activities on holiday</li> <li>• Immediate future tense using 'aller' + infinitive verb (je, il/elle, nous)</li> <li>• Conditional tense: (je voudrais, il/elle voudrait)</li> </ul>	<ul style="list-style-type: none"> <li>• Giving your opinion on the film using a range of opinions and justifications.</li> <li>• Film genres</li> <li>• Range of adjectives to give opinions</li> <li>• Using avoir and être to describe characters (il/ elle)</li> <li>• Physical descriptions</li> <li>• Range of infinitive verbs</li> <li>• Giving predictions about the film using the immediate future (il/elle, ils/elles)</li> <li>• Introduction to the perfect tense (3<sup>rd</sup> person singular, ER verbs)</li> </ul>
<p><b>Core disciplinary knowledge</b></p>	<ul style="list-style-type: none"> <li>• To be able to understand how cognates can help us in our language learning</li> <li>• To be able to describe a French speaking world beyond Europe and why we learn French in school.</li> <li>• To be able to recognise the French alphabet and spell some French speaking countries phonetically</li> <li>• To be able to describe what an infinitive verb is - knowledge that there are three types of verbs in French (ER / RE / IR)</li> <li>• To be able to talk about school rules using 'il faut/il ne faut pas' + a range of infinitive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to say who is in your own family and that of others</li> <li>• To be able to describe who is in your wider family</li> <li>• To be able to use 1st and 3rd person present tense of 'avoir' to say who is in your family</li> <li>• To be able to apply adjectival agreement rules</li> <li>• To be able to use 1st and 3rd person present tense of 'être' to describe the personality of yourself and others</li> <li>• To be able to use the negative structure 'ne ... pas' to say what yourself and others are not like</li> <li>• To be able to use a variety of opinions to say what you like</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to understand and describe a range of nationalities (être)</li> <li>• To be able to recognise and apply months and key graphemes</li> <li>• To be able to apply numbers up to 31 to say our birthdays</li> <li>• To be able to apply avoir (je / tu / il/elle) to describe our age.</li> <li>• To be able to understand a poem and recognise colours in French</li> <li>• To be able to apply avoir (je / tu / il/elle) and colours to describe appearance</li> <li>• To be able to apply être (je / tu / il/elle) and adjectives to describe appearance</li> </ul>	<ul style="list-style-type: none"> <li>• To express our opinions on a range of school subjects and apply SSCs oi / eau / a/â / o</li> <li>• To be able to justify our opinions on school subjects using adjectives and apply SSCs in / an / i / é / è</li> <li>• To be able to recognise and apply comparative structures</li> <li>• To be able to describe teachers using adjectival agreements and apply SSCs oi, en, silent consonants</li> <li>• To be able to recognise a range of ER verbs in context</li> </ul>	<ul style="list-style-type: none"> <li>• To express recognise a range of francophone countries and apply SSCs</li> <li>• To be able to give our opinion on transport using j'aime + prendre and apply SSCs</li> <li>• To be able to express more complex opinions on locations and apply the SSC</li> <li>• To be able to recognise and apply ER verbs endings in the context of holidays</li> <li>• To consolidate our knowledge or present tense ER verb conjugation</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to express opinions on different film genres</li> <li>• To be able to describe key characters using avoir and être (3rd person sing. focus)</li> <li>• To be able to say whether we think the characters are goodies or baddies</li> <li>• To be able to make predictions using the near future tense</li> <li>• To be able to describe key events in the film so far using the past tense (3rd person singular, avoir auxiliary)</li> <li>• To consolidate our understanding of the past tense by describing key events in the film (3rd person singular, avoir auxiliary)</li> </ul>

	<ul style="list-style-type: none"> <li>• To be able to ask questions in class using 'est-ce que je peux' + infinitives (this is so that students can communicate their needs/wants in the classroom from now)</li> <li>• To be able to use a range of adjectives to give justifications, and introduce students to the concept of adjectival agreement (+e)</li> <li>• To practice translation skills and revise key vocabulary and structures from the topic</li> <li>• To be able to identify QuACNOTT language components</li> <li>• To be able to write 60 words on the topic in French</li> <li>• To be able to practice our language skills</li> </ul>	<p>and dislike doing using ER infinitives phrases</p> <ul style="list-style-type: none"> <li>• To be able to use and recognise the singular forms of present tense ER verbs</li> <li>• To be able to use and recognise the 3rd person singular form of present tense ER verbs</li> <li>• To practise writing skills</li> <li>• To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to recognise and use possessive adjectives and a range of adjectives to describe our family.</li> <li>• To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to conjugate ER verbs in the present tense (je / tu / il/elle / nous)</li> <li>• To be able to describe our timetables using the time</li> <li>• To be able to describe our timetables using the time</li> <li>• To be able to recognise and apply the near future tense</li> <li>• To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use the near future tense (je, il/elle, nous) to describe future holidays</li> <li>• To be able to use the present and future tense confidently with third person singular</li> <li>• To be able to recognise and apply the conditional tense (vouloir, 1st and 3rd person sing.)</li> <li>• To be able apply our learning in an extended writing question</li> <li>• To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>• To apply both the future and past tense to predict and summarise the end of the film</li> <li>• Writing skills (also serves to revise this Summer 2 unit)</li> <li>• Reading skills</li> <li>• Listening skills</li> </ul>
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**Brief overview**

In year 8, students begin by learning how to describe their home and local community, as well as discovering information and ideas about communities where the language is spoken, through exposure to texts and images from these communities. While students will have learnt key concepts such as conjugation in the present tense, and also worked with the immediate future and the past tense in year 7, they will continue to consolidate their knowledge of these key grammatical structures throughout this year. The introduction to the perfect tense students had at the end of Year 7 will be built on and consolidated across the units in year 8, enabling them to speak and write with more Complexity than in year 7 and write confidently by using multiple tenses together.

Students are given the opportunity to further develop their knowledge of key high-frequency vocabulary from year 7 and expand this knowledge to be able to express a wider range of opinions on the new topics studied, such as being able to give opinions on clothing and food. In the food module, in the second part of the year, students develop their language skills across 3 time frames, consolidating their learning from the year and from year 7. The film module gives students the opportunity to engage with the culture from the French-speaking or Spanish-speaking world, in order for them to also develop their understanding of other cultures. Finally, students consolidate their learning of high-frequency verbs and structures at the end of the year through the study of different schools from the French speaking world, so that they enter into year 9 with a stronger base of knowledge and grasp of key grammatical concepts.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 8 will be encouraged to tackle spontaneous speech across different time frames, in order for their application of grammatical structures to become more automatic.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	My house and home	Sports and leisure	My clothes, my look	At the market	School in the Francophone world	Film: Le petit Nicolas
Relevant core concepts	<p><b>Mechanics of Language</b> – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p><b>Communication</b> - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p><b>Comprehension</b> - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p><b>Intercultural Understanding</b> - (cultural capital/ Community): understanding what makes the TL countries different from the UK, understanding what we have in communication with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p><b>Mechanics of Language</b></p> <p>ML1.8 Accurate pronunciation and intonation of key vocabulary and short sentences</p> <p>ML2.8 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.8 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, 3rd person plural)</p> <p>ML4.8 Production of syntactically correct longer sentences in the Target Language</p> <p>ML5.8 Ability to conjugate an infinitive of a verb into present tense (full paradigm), immediate future and conditional tenses (1st/ 2nd/ 3rd person singular, 1st person plural) and perfect tense (3rd person singular)</p> <p><b>Communication</b></p> <p>Comm1.8 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.8 Translation of sentences between two languages</p> <p>Comm3.8 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.8 Application of connectives, lexical structures, simple opinions, reasons and justification phrases</p> <p>Comm5.8 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.8 Producing written language fit for purpose</p> <p><b>Comprehension</b></p> <p>Comp1.8 Ability to comprehend, interpret and identify key points from a given short text or extract</p> <p>Comp2.8 Transcribing spoken TL sentences accurately</p> <p>Comp3.8 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.8 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.8 Ability to recall and apply vocabulary to a limited range of cross thematic stimuli</p> <p>Comp6.8 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.8 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p> <p><b>Intercultural Understanding</b></p>					

	<p>IU1.8 To be able to define and describe the key cultural aspects of the TL countries  IU2.8 To compare and contrast the culture of TL countries with the UK  IU3.8 To draw conclusions about TL countries based on facts and figures  IU4.8 To understand, appreciate and evaluate the key features of TL film, literature and music  IU5.8 To be able to deconstruct stereotypes about the TL countries and their people  IU6.8 An ability to think beyond the local context and more internationally</p>					
<p style="text-align: center;"><b>Core substantive knowledge</b></p>	<ul style="list-style-type: none"> <li>• Present tense VIVRE + types of home and locations</li> <li>• Describing what you have in your house using 'Il y a / il n'y a pas de' +</li> <li>• rooms in the house</li> <li>• Describing location of rooms in the house using prepositions</li> <li>• Describing your area with opinions + justifications</li> <li>• Adjectives to describe Madagascar/ local area</li> <li>• Adjectival agreements (revisit year 7 rules, + irregular)</li> <li>• BAGS adjectives</li> <li>• Describing where you will live in the future using the verb aller and the near future tense (revisit Y7 je / il/elle / nous)</li> </ul>	<ul style="list-style-type: none"> <li>• Regular ER present tense</li> <li>• Irregular FAIRE (je / il/elle / nous)</li> <li>• Sports: jouer vs. Faire</li> <li>• Saying what you like/don't like to do in your free time and giving justifications</li> <li>• Justifications: revisit Y7 adjectives + more complex justifications</li> <li>• Negative structures</li> <li>• Time phrases</li> <li>• Past tense avoir auxiliary (je / il/elle / nous)</li> <li>• -ER Verbs</li> <li>• Faire</li> </ul>	<ul style="list-style-type: none"> <li>• Items of clothing</li> <li>• Giving complex justifications on clothes</li> <li>• Adjectives</li> <li>• Adjectival agreement of clothes with colours</li> <li>• ER verb (porter) present tense (full paradigm)</li> <li>• Perfect tense of verbs using 'avoir' (elle a + je / tu / nous)</li> <li>• Perfect tense description of French designer Coco Chanel</li> <li>• Perfect tense description of Cannes Festival using 'avoir'</li> <li>• Different events and celebrations</li> <li>• High level opinions</li> <li>• Pour + infinitive</li> <li>• Demonstrative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• The definite article</li> <li>• Food and drink:</li> <li>• Expressions of quantity + de</li> <li>• Describing different food with adjectival agreement</li> <li>• Adjectives</li> <li>• ER verb : manger (je / tu / il/elle / nous) present tense</li> <li>• Irregular verbs boire (je / tu / il/elle) and prendre (je / tu / il/elle) present tense</li> <li>• Numbers 1-31</li> <li>• Saying how much something costs in the market using numbers, and comparing costs using comparative structures</li> <li>• Comparatives</li> <li>• Avoir (je / il/elle / nous) + soif, faim</li> <li>• Conditional tense (je voudrais)</li> <li>• ER verbs</li> <li>• Perfect tense description of a visit to la fête du citron</li> <li>• Irregular prendre + IR verbs finir/choisir</li> <li>• Perfect tense verbs using 'avoir' (je / il/elle / nous) + past participles (er / ir + irregular pris)</li> </ul>	<ul style="list-style-type: none"> <li>• En / au / aux for countries</li> <li>• French speaking countries and linked continents</li> <li>• The position of BAGS adjectives</li> <li>• Familiar and less familiar methods of transport</li> <li>• Clothing</li> <li>• Irregular verbs: prendre and apprendre (full paradigm), mettre (je / ils)</li> <li>• Languages</li> <li>• Partitive articles du / de la / des</li> <li>• Present tense ER verb endings (full paradigm)</li> <li>• Expressing two sides of an opinion</li> <li>• Perfect tense with avoir auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• Film genres</li> <li>• Opinion + infinitive + justification</li> <li>• Range of adjectives to give opinions</li> <li>• Physical descriptions</li> <li>• Range of adjectives</li> <li>• Immediate future tense using 'aller' (il/elle / ils/elles) + infinitive to make predictions about the film.</li> <li>• Conditional tense (je voudrais / il/elle voudrait + infinitive) to express future wishes. (jobs)</li> <li>• Perfect tense to describe what has happened using 'avoir' (in 3<sup>rd</sup> person singular and plural) plus past participles (regular ER verbs + irregular PPs avoir / être)</li> </ul>

<p style="text-align: center;"><b>Core disciplinary knowledge</b></p>	<ul style="list-style-type: none"> <li>To be able to describe where you live and different locations</li> <li>To be able to say what there is and isn't in your house (vocabulary for items in the house)</li> <li>To be able to use the present tense of the verb 'vivre' to describe where you live</li> <li>To be able to use a range of prepositions to say where items are located</li> <li>To be able to use prepositions to describe location in Madagascar</li> <li>To be able to use adjectival agreement correctly to describe aspects of Madagascar</li> <li>To be able to use correct positioning of adjectives using the 'BAGS' rule</li> <li>To be able to describe your ideal home using the near future</li> <li>To revise the key vocabulary and verbs used in the topic of house and home</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use a range of key verbs on free time.</li> <li>To be able to conjugate a range of regular present tense verbs to talk about free time.</li> <li>To be able to use a range of justifications in our work, including the complex structures ça me rend / ça me fait</li> <li>To be able to say a range of sports using the verbs 'jouer' and 'faire' correctly.</li> <li>To be able to apply the grammar rule jouer + à &amp; faire + de</li> <li>To be able to use the negative structure ne...pas and ne...jamais</li> <li>To be able to say what we did in the past tense using avoir auxiliary and ER verbs</li> <li>To be able to say what we did in the past tense using avoir auxiliary and the verb 'faire'</li> <li>To be able to apply our knowledge of the negative to the past tense</li> <li>To be able to describe what we are going to do in the near future tense</li> <li>To be able to write an extended piece of writing on the topic.</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to describe what we like to wear and recognise key graphemes</li> <li>To be able to recognise and describe the colours of clothing using adjectival agreement</li> <li>To be able to conjugate the ER verb porter (je / tu / il/elle)</li> <li>To be able to describe the events we attend using pour + infinitives</li> <li>To be able to express opinions on different looks using a range of adjectives</li> <li>To be able to recognise and apply demonstrative pronouns</li> <li>To learn about Coco Chanel and recognise and apply the perfect tense (je / tu / il/elle / nous)</li> <li>To learn about the Cannes Festival and practise the perfect tense</li> <li>To revise for the post unit assessment</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To express opinions on food, apply adjectival agreement and apply SSCs</li> <li>To understand the difference between the definite and the partitive article</li> <li>To apply partitive article with specified quantities (e.g. un kilo de)</li> <li>To recognise and apply irregular verbs prendre and boire (je / il/elle ) and apply SSCs</li> <li>To apply the numbers 13-31 in the context of shopping at the market</li> <li>To recognise and apply comparatives in the context of cost comparison</li> <li>To apply the verb avoir to describe hunger, thirst, cold and heat</li> <li>To recognise and apply the conditional tense to make an order</li> <li>To recognise and apply the perfect tense with ER verbs</li> <li>To recognise and apply the perfect tense with IR verbs (+ irregular pris)</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to talk about different countries from the francophone world using en / au / aux, and to understand the history of the French speaking world</li> <li>To be able to describe different school buildings and apply the grammar rule BAGs (adjectival position)</li> <li>To be able to describe how students get to school (revisit prendre)</li> <li>To be able to describe what students wear to go to school (revisit pour + infinitive)</li> <li>To describe which languages are learnt around the world (revisit prendre/apprendre)</li> <li>To be able to describe what students eat in the canteen (revisit manger + partitive article du / de la / des)</li> <li>To describe a day at school yesterday (I / he / they)</li> <li>To practice writing skills (also serves to revise this Summer 2 unit)</li> <li>To practice reading skills</li> <li>To practice listening skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express opinions on different film genres (infinitive structure: opinion + verb)</li> <li>To be able to describe the physical descriptions of characters using avoir (all persons, 3rd person sing. focus)</li> <li>To be able to describe the physical descriptions of characters using être (all persons, 3rd person sing. focus)</li> <li>To be able to recognise some jobs in French and describe what we would like to be in the future (&amp; omission of the article un/une with jobs)</li> <li>To be able to predict what is going to happen in the film using the near future tense (3rd person singular and plural)</li> <li>To be able to describe what the characters would like (contrasting 3rd person sing. to 1st person sing. seen in L4)</li> <li>To be able to describe what has happened so far in the film using avoir (building on knowledge of avoir, seen in L2), ER verbs and irregular pps: avoir &amp; etre</li> <li>To be able to predict using the future tense, and describe using the perfect tense</li> <li>To be able to create a review of the film and express our opinion on the film</li> </ul>
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### Brief overview

Year 9 is a foundational year where students consolidate their knowledge of key vocabulary and structures from year 7 and 8, while being exposed to more complex topics. The work done in year 9 helps to develop students' use of key grammatical structures, especially by using multiple tenses and using at least 3 different time frames. Students also consolidate some of the more basic grammatical elements of previous years of study, such as present tense conjugation of regular and irregular verbs. They learn to give increasingly more complex opinions and a range of justifications to discuss their experiences, describe their local communities and learn about global communities. The school module consolidates some of the vocabulary learnt in year 7 and 8, and extends this to include more complex descriptions of their school, allowing students to express their opinions and use the language for their own purposes. We also encourage students to discuss career choices and ambitions.

The film module in year 9 helps to revise and consolidate key grammar and structures, so that students feel confident at mastering and retaining them, while discussing a film from the French speaking world. The final module of year 9 gives an added opportunity for students to engage with festivals and celebrations in the French speaking world.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. Students in year 9 will be encouraged to speak using a range of tenses so that their use of these grammatical structures becomes more automatic. They should also be able to speak about a range of topics.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Travel & Holidays	My area	School days	Looking to the future	Customs & Festivals	Film: Les Choristes
Relevant core concepts	<p><b>Mechanics of Language</b> – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p><b>Communication</b> - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p><b>Comprehension</b> - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p><b>Intercultural Understanding</b> - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in communication with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p><b>Mechanics of Language</b></p> <p>ML1.9 Accurate pronunciation and intonation of sentences</p> <p>ML2.9 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.9 Make the transition from an infinitive to a conjugated verb (1st/ 2nd and 3rd person singular, 3rd person plural)</p> <p>ML4.9 Production of syntactically correct extended sentences in the Target Language</p> <p>ML5.9 Ability to conjugate an infinitive of a verb into present tense (full paradigm), immediate future, perfect and conditional tenses (1st/ 2nd/ 3rd person singular, 1st person plural), imperfect tense (3rd person singular) and simple future (1st person singular).</p> <p><b>Communication</b></p> <p>Comm1.9 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.9 Translation of longer sentences between two languages</p> <p>Comm3.9 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.9 Application of connectives, lexical structures, extended opinions, a variety of reasons and justification phrases</p> <p>Comm5.9 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.9 Producing written language fit for purpose</p> <p><b>Comprehension</b></p> <p>Comp1.9 Ability to comprehend, interpret and identify key points from a given longer text or extract</p> <p>Comp2.9 Transcribing longer spoken TL sentences accurately</p> <p>Comp3.9 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.9 Consider 'triggers' and manage 'red herrings' to answer questions and form conclusions</p> <p>Comp5.9 Ability to recall and apply vocabulary to a wider range of cross thematic stimuli</p> <p>Comp6.9 Ability to infer meaning in new or unfamiliar situation</p> <p>Comp7.9 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, assessment focused)</p>					

	<p><b>Intercultural Understanding</b></p> <p>IU1.9 To be able to define and describe the key cultural aspects of the TL countries          IU2.9 To compare and contrast the culture of TL countries with the UK          IU3.9 To draw conclusions about TL countries based on facts and figures          IU4.9 To understand, appreciate and evaluate the key features of TL film, literature and music          IU5.9 To be able to deconstruct stereotypes about the TL countries and their people          IU6.9 An ability to think beyond the local context and more internationally</p>					
<p><b>Core substantive knowledge</b></p>	<ul style="list-style-type: none"> <li>• ‘Aller’ in the present tense (full paradigm) to say where you go on holiday.</li> <li>• À / en /aux + countries</li> <li>• Countries and continents [building on Year 8 Summer 2]</li> <li>• Different locations</li> <li>• Using preposition ‘y’</li> <li>• Transport</li> <li>• Adjectives</li> <li>• Giving opinions on different types of accommodation using justifications.</li> <li>• Accommodation</li> <li>• Model verb POUVOIR + key verbs</li> <li>• Talking about the importance of holidays using ‘on peut’ + a range of infinitives</li> <li>• Perfect tense using ‘avoir’ with past participle (je, il/elle, nous)</li> <li>• Introduction of the perfect tense using ‘être’ with past participle of ‘aller’ to say where you went on holiday in the past (je suis allé).</li> <li>• Using imperfect tense ‘c’était’ + adjectives to describe what holidays/activities were like</li> </ul>	<ul style="list-style-type: none"> <li>• VIVRE (revisit, seen Y8 Aut 1, je / il/elle / nous)</li> <li>• HABITER (full paradigm)</li> <li>• + en/au/aux/à + locations and compass points</li> <li>• Describing houses using il y a / il n’y a pas de + rooms in the house</li> <li>• Introduce more complex negative structure: il n’y a que</li> <li>• Describing where we live using adjectives (revisit adjectival placement of petit/grand)</li> <li>• Adjectives to describe a town (revisit adjectival agreement rules from Y7, revisit adjectival placement of BAGS adjectives)</li> <li>• Present tense + depuis + time period to express how long something has been happening</li> <li>• Prepositions</li> <li>• Describing places in the town using Il y a / il y avait</li> <li>• ER verbs imperfect tense (+ avoir / être)</li> <li>• Variety of shops</li> <li>• Modal verb POUVOIR on peut + infinitive activities in the town</li> <li>• Perfect tense using ‘avoir’ (je, il/elle, nous, ils/elles) and build knowledge of ‘être’ (je) auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• Giving a range of opinions on school subjects using correct agreement</li> <li>• Comparative structures to compare subjects : (plus / aussi / moins...que)</li> <li>• Direct Object Pronouns</li> <li>• Basic time (à ... heures)</li> <li>• Describing a school day in Senegal : (3rd person sing and 3rd person plural focus)</li> <li>• ER verbs present tense : full paradigm</li> <li>• Impersonal expressions + school rules</li> <li>• Describing what facilities schools offer</li> <li>• Using the imperfect tense to describe your primary school</li> <li>• Perfect tense using ; avoir’ (full paradigm) and ‘être’ (je, il/elle) with past participles to describe a day at school</li> <li>• Using the conditional tense to describe future plans/hopes of Abdoul (HPA conjugation of verbs, LPA vouloir + infinitive)</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of jobs in masc and fem/ feminisation of different jobs</li> <li>• Omission of un/une when describing professions</li> <li>• Using the conditional tense to describe the future dreams of girls in the Central African Republic (3rd person sing. focus)</li> <li>• Les petits jobs</li> <li>• Modal verb pouvoir + infinitive</li> <li>• ER verb gagner (full paradigm) + numbers 30-69</li> <li>• Before doing ... : Avant de + infinitive</li> <li>• Past tense with auxiliary avoir + irregular PPs</li> <li>• Past tense with auxiliary être</li> <li>• Comparative structures to compare future plans</li> <li>• The near future revisit ALLER (je / il/elle / nous)</li> <li>• The simple future : introduce infinitive + ai</li> </ul>	<ul style="list-style-type: none"> <li>• Countries in the Francophone world</li> <li>• Describing elements of different countries in the French-speaking world (population size, main trade products)</li> <li>• Names of key Francophone festivals</li> <li>• Revisit ER verb present tense endings</li> <li>• Stem changing verb célébrer (present tense)</li> <li>• Describing what people do at different festivals (3<sup>rd</sup> person plural present tense verbs)</li> <li>• Range of infinitive verbs and reflexive verbs</li> <li>• Describing a festival in the past tense (perfect tense of ‘avoir’ and ‘être’ verbs full paradigm + past participles of ER/IR and RE verbs)</li> <li>• Imperfect vs perfect tense- using them together to talk about a past festival experience (Using ‘était’ for descriptions in the past).</li> <li>• Reflexive verbs (full paradigm) in present tense to describe festivals</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion ER verb conjugation</li> <li>• + film genres</li> <li>• High-level justifications</li> <li>• Avoir / être (3<sup>rd</sup> person sing. focus) to describe appearance/personality</li> <li>• Physical descriptions</li> <li>• Personality descriptions</li> <li>• Range of infinitive verbs</li> <li>• Revisit il faut / il ne faut pas + infinitive</li> <li>• Imperfect + conditional si clauses to describe what we would do if we were Rachin + conditional</li> <li>• Past tense descriptions using avoir and être auxiliary (full paradigms)</li> <li>• Revisit adjectival agreements to describe Violette</li> </ul>



<p style="text-align: center;"><b>Core disciplinary knowledge</b></p>	<ul style="list-style-type: none"> <li>To be able to say where you go on holiday and use 'en/au/aux/a la' correctly</li> <li>To be able to say what transport you use to go on holiday using the correct preposition (en/ à)</li> <li>To be able to give opinions and justifications on different types of accommodation</li> <li>To be able to express a range of opinions using the grammar point opinion + infinitive</li> <li>To be able to use the verb 'aller' in the present tense to talk about where you go on holiday</li> <li>To be able to the perfect tense and c'était to talk about holidays in the past</li> <li>To consolidate the perfect tense and use of c'était to talk about holidays in the past</li> <li>To be able to use the pronoun 'Y' correctly</li> <li>To be able to talk about why holidays are important and give a range of reasons using 'on peut/je peux' + infinitive</li> <li>To be able to write a 60 word text on holidays using a range of tenses</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use the verbs 'habiter' and 'vivre' in the present tense to say where you live</li> <li>To be able to describe the rooms in a house and apply negatives (ne...pas, ne...jamais, ne...que)</li> <li>To be able to use the structure 'depuis' + present tense</li> <li>To be able to describe a town using a range of adjectives</li> <li>To be able to use 'il y a' and 'il y avait' to say what there is/was in your town</li> <li>To be able to recognise and apply simple phrases in the imperfect tense</li> <li>To be able to recognise and apply prepositions in the context of a town</li> <li>To be able to recognise and apply prepositions in the context of a house</li> <li>To be able to apply 'on peut' with a range of infinitives</li> <li>To be able to use the perfect tense (passé composé) to talk about what you've done recently in town</li> <li>To be able to use the perfect tense (passé composé) to talk about what you've done recently in town</li> <li>To be able to recognise and apply possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express opinions about different school subjects</li> <li>To be able to compare different school structures</li> <li>To be able to recognise and apply direct object pronouns</li> <li>To observe a school day in Senegal and compare it to our own, using comparatives and ER verbs</li> <li>To be able to describe our school days using ER verbs in the present tense</li> <li>To be able to say what there is / is not at our school and the school in Senegal</li> <li>To be able to describe our school rules using il faut / il ne faut pas + infinitive</li> <li>To be able to recognise and apply perfect tense (passé composé) in the context of school</li> <li>Option to deepen perfect tense knowledge, alternatively this lesson can be an extended writing lesson</li> <li>To be able to recognise and apply the imperfect tense to describe in the past</li> <li>To be able to use the conditional tense to talk describe what you would like in the context of school</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to correctly feminise jobs and recognise graphemes in / er / è / ien / ç</li> <li>To be able to express what girls in the Central African Republic would like to become in the future</li> <li>To be able to say advantages of part-time jobs using pouvoir</li> <li>To be able to describe what we do and earn in our part time work, and recognise the grapheme gn / in / en / an</li> <li>To be able to recognise and apply the structure "avant de"</li> <li>To be able to recognise the perfect tense, and understand that some verbs in French require être to form the perfect tense</li> <li>To be able to apply the past tense, including some être verbs</li> <li>To recognise and apply comparatives when talking about our future plans</li> <li>To recognise and apply the near future tense. Some students will also be able to apply the simple future tense.</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use aller to say which French speaking countries people go to</li> <li>To be able to discuss how people celebrate a variety of festivals</li> <li>To be able to talk about which festival you prefer and why</li> <li>To be able to use and recognise the perfect tense with avoir and être</li> <li>To be able to practise the perfect tense</li> <li>To be able to conjugate reflexive verbs in the present tense</li> <li>To learn about the national celebration day in France</li> <li>To be able to use and recognise the perfect and imperfect tenses together</li> <li>To learn about the festival of Kings in France</li> <li>To be able to practise using and identifying the perfect and imperfect tenses together</li> <li>To practise the topic of holidays through reading and writing activities</li> <li>To practise the topic of town and neighbourhood through reading and writing activities</li> <li>To practise the topic of school through reading and writing activities</li> <li>To practise the topic of future plans through reading and writing activities</li> </ul>	<ul style="list-style-type: none"> <li>To be able to express opinions on different film genres and on the film's music. Revisiting ER verbs (je, il/elle, nous, ils/elles)</li> <li>To be able to give physical and personality descriptions of characters</li> <li>To be able to make predictions of what will happen in the film using the near future tense</li> <li>To be able to describe school rules using "il faut" / "il ne faut pas"</li> <li>To be able to describe which rules we would change at Fond de l'Étang if we could</li> <li>To be able to describe what has happened so far in the film using third person avoir auxiliary</li> <li>To be able to describe what has happened so far in the film using avoir and être auxiliary</li> <li>To be able to describe the only female character in the film using feminine adjectives</li> <li>To understand the lyrics of the song "vois sur ton chemin"</li> <li>To be able to use and recognise the perfect, imperfect and future tenses</li> </ul>
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**Brief overview**

In year 10, students begin Key Stage 4 with engaging in the topic of mobile technology and with consolidation of key grammatical structures students learnt at Key Stage 3 (such as present tense verb conjugation and pour + infinitive), so that these structures become automatic. In the social issues module, students discuss issues that affect their own communities, as well as communities globally, and begin to give more complex opinions on these issues in speaking and writing. They are also encouraged to build a sense of global responsibility, through discussion of how they could help society themselves. They are also exposed to societal issues in the French speaking world, by reading texts and watching videos to learn about recent protests that have taken place in the world, such as protests for women’s rights. Students are encouraged to approach these complex issues with sensitivity and empathy.

Students learn to describe their family, friends and health habits in order to develop their character and ability to express their own beliefs and values. In the holidays in the francophone world unit, students express their opinions with a complex range of structures and expressions, and are exposed to a range of authentic resources, including videos about festivals from the French speaking world. This further develops their cultural awareness and understanding.

The film module in year 10 is designed not only to consolidate students’ learning of high frequency verbs and structures, but also enables students to engage with issues of global significance in the French speaking world. This gives students the opportunity to consolidate their learning of grammar from year 10 studies.

Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Mobile Technology & Social Media	Healthy Living	Social Issues	Family, friends and future plans	Holidays in the francophone world [4 week unit, allowing 2 weeks for EOY revision]	Film: Amélie
Relevant core concepts	<p><b>Mechanics of Language</b> – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p><b>Communication</b> - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p><b>Comprehension</b> - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying ‘triggers’ or ‘red herring’ in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p><b>Intercultural Understanding</b> - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in communication with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p><b>Mechanics of Language</b></p> <p>ML1.10 Accurate pronunciation and intonation of longer sentences and texts</p> <p>ML2.10 Using correct forms of relevant definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.10 Make the transition from an infinitive to a conjugated verb (full paradigm)</p> <p>ML4.10 Production of syntactically correct extended sentences in the Target Language</p> <p>ML5.10 Ability to conjugate an infinitive of regular and irregular verbs into present tense, immediate and simple future, perfect, imperfect and conditional tenses (full paradigm).</p> <p><b>Communication</b></p> <p>Comm1.10 Applying use of correct register in everyday transactions and dialogues</p> <p>Comm2.10 Translation of longer texts between two languages</p> <p>Comm3.10 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.10 Application of connectives, lexical structures, complex opinions, complex reasons and justification phrases</p> <p>Comm5.10 Speaking accurately and fluently with good pronunciation, accent and intonation</p> <p>Comm6.10 Producing written language fit for purpose</p> <p><b>Comprehension</b></p> <p>Comp1.10 Ability to comprehend, interpret and identify key points from several longer texts or extracts</p> <p>Comp2.10 Transcribing longer spoken TL paragraphs accurately</p> <p>Comp3.10 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.10 Consider ‘triggers’ and manage ‘red herrings’ to answer questions and form conclusions</p> <p>Comp5.10 Ability to recall and apply vocabulary to a wide range of cross thematic stimuli</p> <p>Comp6.10 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.10 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, exam focused)</p> <p><b>Intercultural Understanding</b></p>					

	<p>IU1.10 To be able to define and describe the key cultural aspects of the TL countries  IU2.10 To compare and contrast the culture of TL countries with the UK  IU3.10 To draw conclusions about TL countries based on facts and figures  IU4.10 To understand, appreciate and evaluate the key features of TL film, literature and music  IU5.10 To be able to deconstruct stereotypes about the TL countries and their people  IU6.10 An ability to think beyond the local context and more internationally</p>					
<p><b>Core substantive knowledge</b></p>	<ul style="list-style-type: none"> <li>• Key verbs for the topic – mobile technology and social media</li> <li>• TV vocabulary</li> <li>• Grâce à/au/à la/aux</li> <li>• Social media/ technology vocabulary</li> <li>• Pour + infinitive</li> <li>• Present tense regular ER/IR/RE verbs (je / il/elle / nous)</li> <li>• Partitive articles</li> <li>• Expressing a range of opinions on French music</li> <li>• Possessive adjectives (my, your, his/her, their)</li> <li>• Arguments for and against social media/technology: on peut + infinitives</li> <li>• Dangers of technology: on doit + faire attention parce que + justifications</li> <li>• Indirect object pronouns (HPA)</li> </ul>	<ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Partitive article</li> <li>• Justifications related to healthy living</li> <li>• Third person plural verbs present tense</li> <li>• Present tense of verb 'avoir' full paradigm</li> <li>• Present tense of verb 'devoir' full paradigm + infinitives</li> <li>• Sports (jouer/ faire)</li> <li>• Present tense of verb 'faire' full paradigm</li> <li>• Extreme sports</li> <li>• Negative constructions present tense</li> <li>• Expressions with 'avoir' related to healthy living</li> <li>• Pronouns y + en</li> <li>• Since : Depuis + present tense</li> <li>• Demonstrative pronouns</li> <li>• Past tense (passé composé) full paradigm, verbs with avoir + être</li> <li>• Recognition of past tense (imperfect) forms</li> <li>• Deciding when to use imperfect and when to use passé composé</li> </ul>	<ul style="list-style-type: none"> <li>• Social issues/ problems</li> <li>• Justifications related to social issues</li> <li>• Vocabulary/ structures related to protests and strikes</li> <li>• Vocabulary/ structures related to charities</li> <li>• Superlative adjectives</li> <li>• 'Vous' form of imperative/commands with 'il faut' + infinitive</li> <li>• Present tense conjugation of key topic ER verbs full paradigm</li> <li>• Present tense conjugation of irregular verbs 'boire' and 'prendre' full paradigm</li> <li>• Cela peut + infinitives to describe possible outcomes of social issues</li> <li>• Conditional tense</li> <li>• HPA: stems + endings full paradigm</li> <li>• LPA: je voudrais/j'aimerais/préfèrerais, il serait</li> <li>• si + imperfect + conditional</li> </ul>	<ul style="list-style-type: none"> <li>• Agreement of adjectives il/elle est + masc/fem form of adjective</li> <li>• Adjectives to describe others</li> <li>• Comparative structures + adjectives</li> <li>• Possessive pronouns</li> <li>• Reflexive verbs, present tense full paradigms</li> <li>• Describing relationships with others</li> <li>• Direct object pronouns to describe people</li> <li>• Key topic verbs related to friends, family and future plans</li> <li>• Discussion of future plans related to family</li> <li>• Vocabulary for statistics</li> <li>• Formation of imperfect tense (full paradigm)</li> <li>• Revision of immediate future, formation of simple future (lower ability: with 'je', higher ability: full paradigm)</li> <li>• Si + present + je vais future (lower), + simple future (higher)</li> <li>• Recognising different tenses together- past/present/future</li> <li>• Discussion of for or against marriage + justifications</li> </ul>	<ul style="list-style-type: none"> <li>• Le monde francophone et son histoire:</li> <li>• Countries (revisit au / en / aux)</li> <li>• Le colonialisme</li> <li>• Le transport</li> <li>• Types of weather</li> <li>• Modal verbs pouvoir / devoir + infinitive</li> <li>• + range of holiday activities</li> <li>• Revisit: present tense (+ introduce stem changing verbs)ER/IR/RE verbs present tense + present and future si sentences</li> <li>• Present tense stem changing verbs</li> <li>• Perfect vs. imperfect tense:</li> <li>• Festivals: La francfolie à Montréal, le festival de Voodoo au Bénin</li> <li>• Accomodation + demonstrative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Music genres</li> <li>• Film genres</li> <li>• Expressions of assumption</li> <li>• Physical descriptions</li> <li>• Personality assumptions/ descriptions</li> <li>• Key verbs related to film/ describing film</li> <li>• Past tense (passé composé, avoir / être auxiliary)</li> <li>• Future tense LPA: near future, HPA: simple future</li> <li>• Imperfect tense to describe scenes in the film</li> <li>• Exploring Paris – key landmarks</li> <li>• Vocabulary/ structures for film reviews</li> <li>• Direct object pronouns</li> </ul>
<p><b>Core disciplinary knowledge</b></p>	<ul style="list-style-type: none"> <li>• To be able to talk how we use our phones using pour + infinitive</li> <li>• To be able to recognise and apply ER verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to say what you eat using the partitive du/de la/des to mean 'some'</li> </ul>	<ul style="list-style-type: none"> <li>• To know the vocabulary for a range of social problems in French</li> <li>• To be able to say why a problem is serious</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to express who we get on well with and use adjectival agreements</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to discuss opinions of different musical genres</li> <li>• To be able to give physical and personality descriptions of characters</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to talk about different countries from the francophone world using en / au / aux, and to understand the history of the French speaking world</li> </ul>

	<ul style="list-style-type: none"> <li>To be able to recognise and apply possessive adjectives</li> <li>To be able to recognise and apply partitive articles</li> <li>To be able to express opinions on French music and apply comparative structures</li> <li>To be able to express opinions on social networks using the rule opinion + infinitive verb</li> <li>To be able to express two sides of an opinion</li> <li>To be able to apply the structure 'grâce à'</li> <li>To be able to recognise and apply IR verb endings in the present tense (je / il/elle / nous)</li> <li>To be able to recognise and apply RE verb endings in the present tense (je / il/elle / nous)</li> <li>To be able to talk about the benefits of mobile technology using modal verb pouvoir</li> <li>To be able to talk about the dangers of mobile technology</li> <li>To be able to give advice on how to stay safe online using modal verb falloir</li> <li>To be able to recognise and apply IOPs (recommend HPA only)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use common idiomatic expressions with 'avoir' e.g. j'ai faim/soif</li> <li>To be able to talk about food using the pronoun 'en'</li> <li>To be able to explain why food is healthy or unhealthy using 'ça contient...'</li> <li>To be able to give advice using the verb 'devoir'</li> <li>To be able to recognise and apply different negative constructions</li> <li>To be able to apply negatives in a range of different tenses</li> <li>To be able to talk about world foods</li> <li>To be able to identify and use demonstrative pronouns e.g. ceux/celle</li> <li>To be able to conjugate 'faire' and 'jouer' to talk about different sports</li> <li>To revise use of depuis and to be able to use the pronouns 'y' and 'en' correctly in the context of sports you play</li> <li>To be able to use the perfect tense to talk about the sports you have played</li> <li>To be able to use the imperfect tense to talk about sports you used to play</li> <li>To be able to decide whether to use the perfect or imperfect tense</li> <li>To be able to say how you will look after your mental health</li> <li>To be able to write 90 or 150 words about healthy living</li> <li>To be able to practice our language exam skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to speak about strikes using the imperative</li> <li>To be able to give solutions to social issues using 'il faut' + infinitive</li> <li>To be able to form ER verbs in the present tense to talk about social issues</li> <li>To be able to conjugate 'boire' and 'prendre' in the present tense to talk about drugs/alcohol</li> <li>To be able to explain the consequences of serious problems using 'cela peut' + infinitive</li> <li>To be able to talk about an ideal world by using the conditional</li> <li>To apply 'si' clauses, embedding vocabulary about health issues</li> <li>To describe the roles of different charities and to be able to say you what voluntary work you would do using 'if' clauses and the conditional tense</li> <li>To use indefinite pronouns to suggest solutions to social problems.</li> <li>To use the gerund to state how social problems can be solved.</li> <li>To be able to count to 1000 in French</li> <li>To be able to write a 90/150 word text on social issues using a range of tenses and structures</li> <li>To be able to practice our language skills by practising exam-style questions.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and use possessive adjectives</li> <li>To be able to recognise reflexive verbs and conjugate them</li> <li>To be able to recognise and apply direct object pronouns</li> <li>To be able to recognise and apply the imperfect tense</li> <li>To be able to recognise and apply the imperfect tense</li> <li>To be able to recognise and apply the future tense (LPA: near future, HPA: simple future)</li> <li>To be able to recognise and apply the future tense (LPA: near future, HPA: simple future)</li> <li>To be able to understand and discuss future plans</li> <li>To be able to express two sides of an opinion</li> <li>To be able to recognise and apply present + future si clauses</li> <li>To be able to write 90 or 150 words on relationships</li> <li>To be able to practice our language skills</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand and use the vocabulary for different modes of transport</li> <li>To be able to understand and apply the structure il y a / il n'y a pas de to describe the weather</li> <li>To be able to describe the weather in the past and future tenses</li> <li>To describe what you can do on holiday using modal verbs pouvoir and devoir</li> <li>To revisit the endings for ER / IR / RE verbs in the present tense, in the context of holidays</li> <li>To be able to apply our knowledge of the present tense into 'si' sentences with the future tense (LPA near future, HPA simple future), which students have learnt this year</li> <li>To be able to recognise some of the key festivals from the francophone world (3rd person plural and stem changing verbs célébrer and préférer)</li> <li>To apply the past tense to describe a visit to the festival "francofolie" (focus on avoir vs. être auxiliary)</li> <li>To revisit the difference between the perfect tense and the imperfect tense through the Voodoo festival</li> <li>To be able to recognise and use demonstrative adjectives ce / cet / cette / ces</li> <li>To be able to talk about life's little pleasures using a variety of key verbs</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use the perfect tense to describe events in the film - avoir</li> <li>To be able to use the perfect tense to describe events in the film – avoir and être</li> <li>To be able to use the future and past tenses to predict and describe the film</li> <li>To be able to use the imperfect tense to describe events in the film</li> <li>To be able to discover Paris through the film – present and future tenses</li> <li>To be able to apply pronouns when describing the film</li> <li>To be able to use and recognise the perfect, imperfect and future tenses</li> <li>To be able to write a film review</li> </ul>
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**Brief overview**

In students' final year of study, they begin by looking at the topic of school and future plans, revisiting the Y9 module with a higher level of complexity, such as subjunctive phrases and si sentences. Students are encouraged to express their opinions and discuss what they would like to do in the future after school. Students then revisit the topic of Local Area, revisiting high frequency grammar and structures such as il y a / il n'y a pas de, the irregular verb vivre and negative structures. Students will also start to build vocabulary to enable them to discuss traffic, pollution and rubbish in their town, giving them foundational knowledge for their final unit of learning, global issues. This final topic that students study in year 11 allows them to engage with global and environmental issues and allows them to reflect on their own role and responsibility as citizens of our global community. Before their exams in the summer term, students have the opportunity to revise topics studied throughout their years of study, through the 4 skills, in order to consolidate their learning and help them to feel confident for their exam. They are exposed to listening and reading exam questions across the 3 GCSE themes, and these lessons are also supplemented with opportunities for written and spoken production. Across all years of study, students have regular opportunities for speaking practice, with a focus on becoming more confident communicators with the ability to speak spontaneously and for their own purposes. At this level, we expect students to be able to speak spontaneously on a broad range of issues using multiple time frames and a range of complex structures.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	School, studies and future plans	Local Area	Global issues and Environment	Revision & Consolidation	Exam	
Relevant core concepts	<p><b>Mechanics of Language</b> – (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence</p> <p><b>Communication</b> - (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication</p> <p><b>Comprehension</b> - (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject</p> <p><b>Intercultural Understanding</b> - (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries</p>					
Relevant end points	<p><b>Mechanics of Language</b></p> <p>ML1.11 Accurate pronunciation and intonation of paragraphs</p> <p>ML2.11 Using correct forms of definite/indefinite articles, adjectives, nouns, verbs and pronouns depending on gender</p> <p>ML3.11 Make the transition from an infinitive to a fully conjugated verb paradigm</p> <p>ML4.11 Production of syntactically correct paragraphs in the Target Language</p> <p>ML5.11 Ability to conjugate an infinitive of regular and irregular verbs into present tense, immediate and simple future, perfect, imperfect and conditional tenses (full paradigm).</p> <p><b>Communication</b></p> <p>Comm1.11 Applying use of correct register in everyday transactions and dialogue</p> <p>Comm2.11 Translation of a variety of texts between two languages</p> <p>Comm3.11 Rephrasing and repairing language (adapting for real life situations)</p> <p>Comm4.11 Application of connectives, lexical structures, complex opinions, complex reasons and justification phrases</p> <p>Comm5.11 Speaking accurately and fluently with very good pronunciation, accent and intonation</p> <p>Comm6.11 Producing written language fit for purpose</p> <p><b>Comprehension</b></p> <p>Comp1.11 Ability to comprehend, interpret and identify key points from a given text or extract</p> <p>Comp2.11 Transcribing spoken TL accurately and spontaneously</p> <p>Comp3.11 Understanding the overarching message in a spoken or written piece by skimming or scanning</p> <p>Comp4.11 Consider 'triggers' and manage 'red herrings' to answer questions and form conclusions</p> <p>Comp5.11 Ability to recall and apply vocabulary to a wide range of cross thematic stimuli</p> <p>Comp6.11 Ability to infer meaning in new or unfamiliar situations</p> <p>Comp7.11 Differentiate between time frames for the purpose of responding to comprehension tasks on a range of texts and extracts (cultural, literary, exam focused)</p> <p><b>Intercultural Understanding</b></p> <p>IU1.11 To be able to define and describe the key cultural aspects of the TL countries</p> <p>IU2.11 To compare and contrast the culture of TL countries with the UK</p> <p>IU3.11 To draw conclusions about TL countries based on facts and figures</p> <p>IU4.11 To understand, appreciate and evaluate the key features of TL film, literature and music</p> <p>IU5.11 To be able to deconstruct stereotypes about the TL countries and their people</p>					

	IU6.11 An ability to think beyond the local context and more internationally					
<p style="text-align: center;"><b>Core substantive knowledge</b></p>	<ul style="list-style-type: none"> <li>• Key verbs : Apprendre/ Étudier + range of subjects</li> <li>• Timetable + direct object</li> <li>• pronouns</li> <li>• Daily routine and reflexive verbs in the present tense</li> <li>• School improvement : imperfect +</li> <li>• conditional tense si sentences</li> <li>• Expressing two sides of an opinion</li> <li>• Jobs (revisit Y9 vocabulary) + on peut / nous pouvons + infinitive verb</li> <li>• + imperfect + conditional si sentences</li> <li>• Subjunctive set phrases (necessity + subjunctive)</li> </ul>	<ul style="list-style-type: none"> <li>• Key verbs : Vivre/ Habiter (full paradigms) + en / au / aux / à countries &amp; cities</li> <li>• Locations (revisit) + adjectives to describe</li> <li>• Revisit BAGS adjectives/ adjectival word order</li> <li>• Types of housing (francophone world focus)</li> <li>• Possessive pronouns</li> <li>• Il y a + range of negative structures</li> <li>• Places in a town + theme 2 vocabulary</li> <li>• Superlative adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Key environmental issues vocabulary/ structures</li> <li>• Key verbs linked to global issues topic</li> <li>• Revisit key vocabulary for poverty and homelessness</li> <li>• Justifications</li> <li>• Si clauses</li> <li>• LPA- recap imperfect tense</li> <li>• HPA- pluperfect tense</li> <li>• Si + imperfect + conditional</li> <li>• Comparative adjectives/ structures</li> <li>• Subjunctive and key phrases which generate it</li> <li>• Superlative structures</li> </ul>	<ul style="list-style-type: none"> <li>• Family and friends topic vocabulary/ structures</li> <li>• Free time/technology topic vocabulary/ structures</li> <li>• Home, town, neighbourhood and region topic vocabulary/ structures</li> <li>• Travel and Tourism topic vocabulary/ structures</li> <li>• My studies topic vocabulary/ structures</li> <li>• Education post-16 topic vocabulary/ structures</li> <li>• Key skills embedded across lessons: Listening practice, Reading comprehension practice, Writing practice: 90/150 words, Speaking practice: photo-cards/ roleplays and general conversation preparation.</li> <li>• Exam skills</li> </ul>		
<p style="text-align: center;"><b>Core disciplinary knowledge</b></p>	<ul style="list-style-type: none"> <li>• To be able to discuss the subjects we study using the regular ER verb “étudier”</li> <li>• To be able to discuss the subjects we learn using the irregular verb “apprendre”</li> <li>• To be able to describe a day at school in the past tense using the passé composé (avoir auxiliary)</li> <li>• To be able to describe a day at school in the past tense using the passé composé (être auxiliary)</li> <li>• To be able to describe a day at school using the time to describe the day</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to recognise and use key vocabulary for talking about where we live</li> <li>• To be able to conjugate regular verbs to say where we live</li> <li>• To be able to conjugate vivre to say where we live</li> <li>• To be able to describe different types of locations whilst revisiting adjectives</li> <li>• To be able to talk about different types of housing across the Francophone world as well as understanding some challenges</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to say what environmental issues there are/aren’t in the local area</li> <li>• To be able to recognise and apply some modal verbs</li> <li>• To be able to express solutions using “if” sentences and a range of present tense verbs</li> <li>• To be able to describe environmental problems in the past using the imperfect (pluperfect HPA) tense</li> <li>• To be able to say how we would like to help using the conditional tense</li> <li>• To be able to say what we would do to help the</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to revise the topic of Identity with reading and speaking skills</li> <li>• To be able to revise the topic of Identity with listening and writing skills</li> <li>• To be able to revise the topic of Free Time with reading and speaking skills</li> <li>• To be able to revise the topic of Free Time with listening and writing skills</li> <li>• To be able to revise the topic of My Town with</li> </ul>		

	<ul style="list-style-type: none"> <li>• To be able to recognise and apply direct object pronouns</li> <li>• To be able to describe our full school day using reflexive verbs</li> <li>• To be able to describe our full school day using reflexive verbs</li> <li>• To be able to apply 'si' sentences (imperfect + conditional) to describe what we would change about our school</li> <li>• To be able to express the advantages of different future pathways using 'on peut'</li> <li>• To be able to use the future tense to describe future job possibilities</li> <li>• To be able to apply 'si' sentences (present + future) to describe our future plans</li> <li>• To be able to recognise and apply some subjunctive verbs</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use possessive pronouns in connection with types of home as well as revisiting comparatives</li> <li>• To talk about the advantages and disadvantages of living in a town</li> <li>• To be able to talk about the different things you can do in a town</li> <li>• To revise the perfect tense of verbs to describe a recent visit into town</li> <li>• To describe my region in the past using 'il y a + time phrase'</li> <li>• To be able to use comparatives and superlatives</li> <li>• To be able to write a piece of extended writing on the topic of local area (90/150 words)</li> <li>• To be able to practice our language exam skills</li> </ul>	<p>environment if we could using "si" sentences</p> <ul style="list-style-type: none"> <li>• To be able to express the most serious global problem using comparatives</li> <li>• To be able to practice topic-based questions in reading and listening (recap of year 10 vocabulary)</li> <li>• To be able to justify opinions on the environment using cela peut + infinitive</li> <li>• To be explore the charity "Les Restos du cœur"</li> <li>• To be able to express which French charity we would like to work for and why</li> <li>• To be able to recognise and apply some subjunctive verbs</li> <li>• Topic recap: to be able to express the most serious problem in the world and what we would do to help</li> <li>• To be able to practice our language skills</li> </ul>	<p>reading and speaking skills</p> <ul style="list-style-type: none"> <li>• To be able to revise the topic of My town with listening and writing skills</li> <li>• To be able to revise the topic of Holidays with reading and speaking skills</li> <li>• To be able to revise the topic of Holidays with listening and writing skills</li> <li>• To be able to revise the topic of School with reading and speaking skills</li> <li>• To be able to revise the topic of School with listening and writing skills</li> <li>• To be able to revise the topic of Post 16 with reading and speaking skills</li> <li>• To be able to revise the topic of Post 16 with listening and writing skills</li> </ul>		
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